Appendix 1

Inventory
of the School's Practices

BRINGING FAMILIES AND SECONDARY SCHOOLS CLOSER TOGETHER

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Note: This tool is part of a kit that includes two other documents: a questionnaire for parents and a companion guide that outlines the entire process and provides additional material. Several people from the education community and partner organizations validated the kit's content. A list of these people can be found in the Companion Guide.

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INVENTORY OF THE SCHOOL'S PRACTICES

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INTRODUCTION

The inventory of practices is a simple, user-friendly tool available to school teams, staff and governing boards to help them work more closely with parents. Developed with a view to mobilizing all stakeholders, this process is a starting point on how to establish fruitful and lasting partnerships with the families of students.

Using questions and examples, the following exercise is designed to draw a portrait of the school's practices in the four areas most likely to help improve partnerships with parents. In addition to providing an accurate assessment of the current situation and identifying the strengths and weaknesses, this exercise makes it possible to explore new courses of action for the short, medium and long term. In this respect, we must stress that the many examples given in this inventory were taken from existing strategies that have proven to be effective and that some schools have already implemented.

This inventory includes four focus areas that can be discussed together or separately:[1]

Focus area 1 ***Diversifying and facilitating communication between parents and the school***

Focus area 2 ***Helping parents exercise their role***

Focus area 3 ***Encouraging parents to participate in school life***

Focus area 4 ***Working more closely with the community to meet the needs of families and young people***

Although the order in which the focus areas are presented does not reflect their importance, we would like you to consider focus area 1 first (Communication). Promoting and encouraging a genuine dialogue between the school and parents are undoubtedly the first steps in strengthening the other focus areas.

We also suggest that the school team reflect on each focus area before distributing the questionnaire to parents. We believe that it is easier to ask parents about certain aspects of the school/parent partnership when the school staff has a good overview of the situation. For more information, consult the *Companion Guide*, which outlines the entire process.

1. Since the focus areas can be discussed separately, the same questions may appear in more than one focus area.

FOCUS AREA 1

- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

DIVERSIFYING AND FACILITATING COMMUNICATION BETWEEN PARENTS AND THE SCHOOL

Diversifying and facilitating communication between parents and the school involves implementing varied, effective methods that will help establish a genuine dialogue between the school and parents about all aspects affecting young people's lives (e.g. transition from elementary to secondary school, students' progress, health, choice of extracurricular activities). This focus area examines the frequency and variety of written messages or verbal exchanges, the welcome parents receive at the school, the content of the messages and the methods used to communicate with parents.

1. **Is there a general policy governing communications between the school and parents?** (For example: rules or instructions that govern the types of written messages and verbal exchanges with parents; the people assigned to these tasks; response time; communication tools to be used; guidelines as to follow-up with the parents about their child; use of the school agenda or telephone, etc.)

2. **Does the school inform parents about the various ways it plans to communicate with them?**

3. **At what times of the year and for what reasons does the school communicate with parents?** (For example: to welcome parents at the beginning of the year; to invite them to a meeting when report cards are issued; to provide general information on subjects such as taxing or substance abuse programs.)

4. **Does the school ask parents about their needs or expectations of the school?**

If so:

- List the methods used (e.g. questionnaire, telephone survey).
- Describe the outcome.
- Indicate whether the school follows up with parents to find out whether their expectations have been met.

5. **Does the school produce a newspaper or letter for parents?**

If so:

- Indicate how often.
- Describe its content (e.g. calendar of special events, information on extracurricular activities, information on volunteers at the school, recognition of the achievements of students, families and members of the community).
- Indicate who helped write the newspaper or letter (e.g. parents, students, teachers, governing board, administration).
- Specify whether the school has the opportunity to hear what parents think about this information.

6. **Are parents informed of the decisions and actions of the school's governing board?**

If so:

- Specify how often the information is disseminated.
- Describe how the information is disseminated (e.g. posting of meeting minutes, signs announcing important decisions, summaries given at meetings, newspaper or notes sent to parents).
- Specify who is responsible for disseminating the information.
- Describe how parents feel about the dissemination of information relating to the governing board.

7. **Are parents informed of the activities of the school's parent committee or parent participation organization?**

8. Does the school have a Web site?

If so:

- Describe the content of the site that is addressed to parents. Is it the same as that of the newspaper?
- Indicate whether it is updated regularly.
- Indicate whether parents can communicate with school staff by e-mail.

9. Does the school consider the telephone as a communications tool?

If so:

- Describe how the telephone is used in the school (e.g. personalized voice mail for each teacher, recorded messages that provide information, use left to the discretion of each staff member, systematic transmission of positive comments, good news, relevant information requested by parents).
- Indicate how often the telephone is used.
- Identify the context in which the telephone is generally used (e.g. to resolve conflicts with a student, personalize contact with a parent, convey encouragement).

10. Are displays used in the school to keep parents informed?

If so:

- Describe the content of the messages in the displays.
- Specify the format of the displays (e.g. large posters, notices on a bulletin board).
- Describe the location of the displays.
- Describe the outcome and what parents think about the displays.

11. Are displays used outside the school (in the neighbourhood, village or community) to keep parents informed?

If so:

- Describe the content and format of the displays.
- List the locations of the displays (e.g. in financial institutions, churches and other places of worship, libraries, signs on school buses).
- Describe the outcome and the reactions of parents.

12. **With regard to written or verbal communications, has the school made provisions for reaching parents who share custody of their children?**

13. **What is the general "tone" of the messages sent to parents?**
(For example: matter-of-fact, neutral, warm, positive and optimistic.)

14. **With regard to written or verbal communications, has the school made provisions for reaching:**

- Parents with low literacy skills or little schooling?
- Allophone parents who are not proficient in English?
- Parents who do not sign and return reply slips?

If so:

- Describe the methods used (e.g. using different coloured sheets for different types of information, using a larger font size, simplifying the vocabulary, shortening the sentences, using everyday words, sending the messages in different languages, having a resource person available to help parents, if necessary).

15. **Are the signs used in the school to identify the classrooms, gymnasium, administrative offices or other rooms sufficiently clear for people who do not go to the school often?**

16. **Has the school implemented procedures to ensure that parents feel welcome at school during the day (before, during or after class)?**

If so:

- Describe the methods used (e.g. setting up a meeting room or special waiting room for parents, organizing an "open house" or special welcoming activities for new students, providing guided tours of the school, designating a resource person to answer parents' questions).
- Indicate whether the school has adopted a code of ethics for school staff with regard to attitudes and procedures that make parents feel welcome at school.

17. **Does the school have ways of verifying whether the information reaches parents?** (For example: using reply slips, collecting signatures from parents, calling if parents do not respond.)

18. **Does the school use the local newspaper as a way of communicating with parents?**

If so:

- Describe the content of the messages or articles.
- Indicate how often the school uses the newspaper.

19. **Does the school inform the community of its activities and achievements?**

If so:

- Describe the methods of communication used.
- Describe the content of the messages or articles.
- Indicate how often the school informs the community.

20. **Does the school seek to reach a large number of parents or does it target smaller groups?** (For example: parents from a specific community or parents of students in Secondary I.)

21. **Does the school plan to offer training on the importance of the school/ family partnership as part of the professional development of its team?**

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS – PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:
(e.g. principal, cycle one teaching staff, professional staff, etc.)

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ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation regarding communications between parents and the school?

☐ Excellent ☐ Good ☐ Average ☐ Requires development

In the opinion of those present, what are the school's main strengths in terms of communications between parents and the school?

In the opinion of those present, what aspects of parent-school communications could the school improve?

THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to improve communications between parents and the school.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered for improving communications between parents and the school.

Indicate the long-term actions (i.e. within two years) and means that could be considered for improving communications between parents and the school.

Other thoughts or comments on communications between parents and the school

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 2

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE ON FACILITATING COMMUNICATIONS BETWEEN PARENTS AND THE SCHOOL

Strengths noted by parents

Strengths noted by school staff

Parents' suggestions for improvement

School staff's suggestions for improvement

HARMONIZATION OF COMMUNICATION STRATEGIES

Strategies or actions requiring review or completion, if applicable

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule

FOCUS AREA 2

- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

FOCUS AREA 2. *HELPING PARENTS EXERCISE THEIR ROLE*

Helping parents exercise their role involves offering them opportunities to become more informed and to share their concerns about their teenager's well-being, health and safety. In this respect, it is in the school's interest to work with health organizations and other appropriate partners.

1. **Does the school organize meetings, discussion forums, information nights or workshops for parents?**

If so:

- Describe the topics discussed (e.g. transition to secondary school, motivation, information to help parents supervise their teenagers and discuss homework at home, homework assistance, the changes that occur in adolescence, discipline and support, violence, conflict resolution, eating disorders, suicide prevention, taxing, graffiti, teenage pregnancy, the impact of a part-time job on school work, transition from secondary school to college).
- Indicate the format used to present the information (e.g. two-hour meeting in the evening, series of six weekly meetings, book, videocassette).
- Specify whether religious or cultural holidays or community events are taken into account when setting up meeting dates (e.g. handing out report cards in elementary school, hockey playoffs, first and last days of the month for families who receive income security benefits).
- Indicate whether parents are given a choice of meeting times that are convenient for them.
- Describe the outcome of the most recent meetings held at the school (e.g. turnout, satisfaction of parents).

2. **Does the school make it easier for parents to participate in these meetings?**

For example:

- Describe the methods used.
- Are there activities for the students and their siblings during these meetings?
- In outlying areas, does the school offer or inform parents of ways of making it easier for them to attend meetings (e.g. carpooling, use of a room at the local CLSC or in a school closer to students' homes)?
- Does the school provide interpreting services for allophone parents, if necessary?
- Are parents informed in advance of the availability of these services?

3. **Does the school inform parents of meetings, information nights or workshops organized by other community organizations?**
(For example: programs of the Ministère des Relations avec les citoyens et de l'Immigration, activities offered by the CLSC, adult education centres or literacy groups, extracurricular activities, services provided by the police or the municipality, information on prevention or intervention programs for young people.)

If so:

- List the types of activities (e.g. literacy or language courses, youth centres, other activities listed in the previous point).
- Describe how the school informs parents (e.g. through posters in the school or in stores, through newspapers or local organizations, leaflets given to the students, the school Web site, pamphlets or information tables in the school on back-to-school nights, during meetings or when report cards are handed out).

4. **Does the school organize other activities that allow parents to meet and discuss solutions to problems related to their role as parents?** (For example: through support groups, mutual-aid networks.)

5. **Has the school put in place mechanisms specifically intended to reach:**

- fathers?
- mothers?
- grandparents or any other person responsible for students who do not live with their parents?
- single-parent families?
- immigrant or allophone families?
- parents who share custody of their children?
- parents who cannot attend activities because of work?

6. **Has the school put in place mechanisms to show parents how important their role and contribution are in:**

- talking to their children about their life at school, their relationships with their teachers, what goes on in the classroom, etc.?
- asking their children questions and following up on homework or their studies?
- talking to their children about their plans for the future (work, studies)?
- encouraging or praising their children, attending shows or activities, or taking part in excursions in which their children are involved?
- continuing to support their children until they complete secondary school, despite their sometimes lukewarm attitude?

If so:

- Describe how parents receive this information (e.g. informally, through telephone messages, regular letters, personalized messages to certain parents).
- Indicate who provides this information (e.g. a teacher, an administrator, student life facilitator).

7. **Aside from organizing structured information sessions, does the school use other means to provide information to parents on topics that affect its role?**

If so:

- Describe the topics discussed (e.g. the school's mission, the code of student conduct, program objectives and content, support services at school and in the environment, choice of extracurricular activities).
- Indicate how the school provides this information (e.g. information leaflets, large posters, messages in the agenda, the Internet).

8. **Aside from organizing structured information sessions, does the school currently offer, or is it working with partners to offer, services to assist parents?**
(For example: food bank, inexpensive lunches for children and teenagers, used-clothing bazaar, health clinic, psychological support.)

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP PLANS – PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:
(e.g. principal, cycle one teaching staff, professional staff, etc.)

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ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding the role of parents?

☐ Excellent ☐ Good ☐ Average ☐ Requires development

In the opinion of those present, what are the school's main strengths in helping parents exercise their role?

In the opinion of those present, what aspects could the school improve to help parents exercise their role?

THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to help parents exercise their role.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to help parents exercise their role.

Indicate the long-term actions (i.e. within two years) and means that could be considered to help parents exercise their role.

Other thoughts or comments on helping parents exercise their role

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS – PHASE 2

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE ON HELPING PARENTS EXERCISE THEIR ROLE

Reasons parents give for participating or not

Topics or areas of discussion that parents request for meetings

Topics or areas of discussion addressed during meetings with school staff

Means proposed by parents to facilitate their participation

Means used or proposed by the school to facilitate parents' participation

HARMONIZATION OF STRATEGIES TO HELP PARENTS EXERCISE THEIR ROLE

Strategies or action requiring review or completion, if applicable.

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule

FOCUS AREA 3

- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

FOCUS AREA 3 ENCOURAGING PARENTS TO PARTICIPATE IN SCHOOL LIFE

Encouraging parents to be involved in school life consists in using various methods to make it easier for parents to participate in different types of activities. Some examples of how parents can participate include attending activities or events organized for or by the students or becoming a parent volunteer.

1. How do parents currently participate in school life?

For example, by:

- attending shows, award ceremonies or student exhibits
- taking part in parent-teenager sports activities
- offering help to organize activities, school celebrations or trips
- taking part in pedagogical activities in the classroom
- helping in the library
- talking about their occupation or certain life experiences to students
- attending back-to-school events
- becoming a member of the governing board or parent associations
- participating in various committees
- participating in fundraising activities
- other

2. **Generally speaking, what are the characteristics of the parents who are involved in school life?** (For example: mothers or fathers, cultural origins.)

3. **Does the school have ways to promote the involvement of:**
   - fathers?
   - mothers?
   - single-parent families?
   - immigrant or allophone families?
   - the persons responsible for students who do not live with their parents?
   - parents who cannot attend activities because of work?
   - retirees in the community who wish to take part in intergenerational activities?

4. **Does the school take the necessary steps to ensure that parent volunteers who leave the school are replaced?**

5. **Does the school work at developing networks to reach the families that are less involved in school life?**

6. **Does the school try to encourage other family members to participate?** (For example: grandparents, siblings.)

   If so:
   - Describe the methods used.
   - Identify the types of involvement sought from other family members.

7. **At the beginning of the year, does the school inform parents of the activities in which they can participate?**

   If so:
   - Describe how the school informs parents (e.g. presentation at the general assembly, information in the newspaper sent to parents, posters, leaflets distributed by students, Web site).

8. **Has the school established methods for determining what experience and interests parents have and how this can be used in the school or the classroom?** (For example: having parents talk about their occupations to students, using parents' interests in crafts, music, sports, cooking, etc.)

If so:

- Identify the methods used (e.g. questionnaire given to students with report cards, posters, telephone survey, information in the newspaper given to parents, Web site).
- Describe the outcome (e.g. number of parents who take part, relationship with teachers).

9. **Does the school ask parents to participate in theme committees (e.g. suicide prevention week, substance abuse week) or in parent associations?**

If so:

- Indicate whether the school provides special support to these committees.

10. **Is there a room or space in the school reserved for parents?**

If so:

- Describe what it is used for (e.g. committee meetings, meetings during the day, planning events or activities).
- Indicate how often it is used.
- Indicate whether this space promotes parent participation.
- Indicate whether this space helps bring parents and school staff, students and parents, or the school staff and students closer together.
- Indicate whether the school provides the services of a resource person.
- If parents and school staff share the same space, indicate whether the school ensures that all information regarding students is kept confidential.

11. **Does the school provide training or information on the tasks to be carried out to parents who participate in school activities?** (For example: volunteering in the library, during pedagogical activities in the classroom, on field trips.)

12. **Does the school usually organize events to recognize parent participation?**

If so:

- Describe the purpose of the event (e.g. to thank parents, to present them to the community).
- Describe the type of event (e.g. wine and cheese, informal evening).

13. **Does the school provide training or information to staff who work with parent volunteers?**

14. **Does the school inform its staff and parents of the different achievements that have been possible thanks to parent participation?**

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:
(e.g. principal, cycle one teaching staff, professional staff, etc.)

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ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding encouraging parents to participate in school life?

☐ Excellent ☐ Good ☐ Average ☐ Requires development

In the opinion of those present, what are the school's main strengths in encouraging parents to participate in school life?

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In the opinion of those present, what aspects could the school improve to encourage parents to participate in school life?

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THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to encourage parents to participate in school life.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to encourage parents to participate in school life.

Indicate the long-term actions (i.e. within two years) and means that could be considered to encourage parents to participate in school life.

Other thoughts or comments on parents' participation in school life

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 2

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents and school staff.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE ON ENCOURAGING PARENTS TO PARTICIPATE IN SCHOOL LIFE

Reasons parents participate or not in school activities or volunteering

Parents' suggestions for participating in school life or volunteering

Means used or proposed by the school to facilitate participation in school activities or volunteering

HARMONIZATION OF STRATEGIES TO FACILITATE PARENTS' PARTICIPATION IN SCHOOL LIFE

Strategies or action requiring review or completion, if applicable

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule

FOCUS AREA 4

- ***INVENTORY OF THE SCHOOL'S PRACTICES***
- ***RESULTS ANALYSIS AND FOLLOW-UP ACTIONS***

FOCUS AREA 4. *WORKING MORE CLOSELY WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES AND YOUNG PEOPLE*

Working more closely with the community to meet the needs of families and young people involves identifying or promoting the resources or services offered by the community (community, social, cultural, institutional and economic partners) that can help meet the needs of young people (health, sports, culture, recreational) and, more generally, those of families (leisure, sports, employment or housing, families integrating into a new environment, etc.). Rather than trying to meet the needs of students and their families alone, the school must seek partnerships that will help meet these needs using the resources available in its environment.

1. **Which neighbourhood organizations currently work with the school?**
(For example: municipal recreational services, CLSC, police services, family centres, youth centres, financial institutions, community groups, social clubs, local businesses, foundations, CEGEPs and universities, adult education centres, the Ministère des Relations avec les citoyens et de l'Immigration, Carrefour Jeunesse-Emploi, cultural centres, municipal libraries.)

2. **Does the school have ways of keeping its staff well informed of the structures of the different organizations and the services that could support them in their work?**

If so:

– Indicate whether the school makes sure it informs new staff.

3. **Do the actions of the organizations and their resources complement the actions already taken in the school? How are they complementary?**

4. **Does anyone coordinate these resources at the school?**

If so:

- Who is responsible for the coordination (e.g. an individual, a team)?

5. **How is information on the actions of the organizations distributed in the school?** (For example: information leaflet, annual progress report.)

6. **Are the organizations that work with or offer services in the school familiar with the school's educational project?**

If so:

- How are the organizations informed of the educational project?
- How do these organizations take it into account in their intervention with students?

7. **What types of services do these organizations offer?** (For example: extracurricular activities for students or parents, homework assistance, mentoring, meals and snacks, interpreting services, psychosocial support, support for people experiencing divorce or separation, dissemination of information to parents, parent support groups, help financing school projects, support for students or parents integrating into a new environment, participation in the governing board, career information sessions for students.)

8. **Do the organizations work with the school sporadically or on a regular basis?** (For example: monthly meetings with CLSCs and other organizations to discuss problems identified in the milieu, establishing links with appropriate organizations to carry out interventions.)

9. **Which community-based services are offered outside school hours?** (For example: summer camp for young people or families, cultural, sports or social activities in the evening or on weekends.)

10. **Does the school make certain rooms available to the community after school hours?**

11. **Of the types of services mentioned:**

- Which ones are aimed at **students** (e.g. tutoring, academic upgrading, sports or cultural activities, classroom contests or draws, homework assistance)?

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- Which ones are aimed at **parents** (e.g. workshops on parent-teenager communication or specific problems, information on career opportunities, literacy or language courses, support for parents who are going through a divorce, services for single-parent families, job search programs)?

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- Which ones are aimed at **school staff** (e.g. interpreting services, awareness of ethnic and cultural diversity, mediation services, how to deal with a crisis situation, taxing, preventing drug or alcohol abuse, suicide prevention)?

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12. **Have the community organizations and the school already established a procedure for dealing with students or families with specific needs?**

13. **Is there a venue in the community where parents can meet to discuss issues?**

14. **Do the organizations and the school offer joint training sessions on issues affecting young people?** (For example: cultural communities, student retention rate, substance abuse, intervention in the event of violence.)

15. **Generally speaking, does the school give parents information on community-based services?**

If so:

- Specify how the school informs parents (e.g. distributes a list of community organizations to parents, sets up information tables at the beginning of the school year, displays brochures at the school entrance, sends letter to parents at the beginning of the school year, organizes a community fair in the school, creates a Web site).
- Describe what parents think of this information.

16. **Do school representatives attend certain community events?** (For example: day events organized by community groups, cultural evenings, family events in the local park.)

To summarize and analyze the information in this focus area, use the results-analysis form that follows.

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 1

Use this section to compile the results of the preceding inventory of the school's practices and to record your thoughts on actions to be implemented.

School: _____

Date of meeting: _____

Name of person taking notes: _____

Persons in attendance:
(e.g. principal, cycle one teaching staff, professional staff, etc.)

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ANALYSIS OF INVENTORY RESULTS

Overall, how would you assess the current situation between the school and parents regarding cooperation with the community to meet the needs of families and young people?

☐ Excellent ☐ Good ☐ Average ☐ Requires development

In the opinion of those present, what are the school's main strengths regarding cooperation with the community to meet the needs of families and young people?

In the opinion of those present, what areas could the school improve regarding cooperation with the community to meet the needs of families and young people?

THOUGHTS ON ACTIONS TO BE IMPLEMENTED

Indicate the immediate actions that could be taken to improve cooperation with the community.

Indicate the medium-term actions (i.e. during the current school year) and means that could be considered to improve cooperation with the community.

Indicate the long-term actions (i.e. within two years) and means that could be considered to improve cooperation with the community.

Other thoughts or comments on cooperating with the community to meet the needs of parents and young people

RESULTS ANALYSIS AND FOLLOW-UP ACTIONS - PHASE 2

SECTION 1 :
WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF YOUNG PEOPLE

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents. It is also designed to adjust and harmonize, as required, the activities and services for young people that are offered by the school and by community organizations.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE CONCERNING THE NEEDS OF YOUNG PEOPLE, AS WELL AS THE ACTIVITIES AND SERVICES DESIGNED FOR THEM

Improvements that parents wish to see regarding their awareness of community services and organizations

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_____

Parents' concerns about their children

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_____

Activities that parents would like made available to young people, and preferred times

Activities or services offered to young people by the school or by community organizations

HARMONIZATION OF ACTIVITIES AND SERVICES DESIGNED FOR YOUNG PEOPLE

Activities or services requiring review or completion, if applicable

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule

SECTION 2 :

WORKING WITH THE COMMUNITY TO MEET THE NEEDS OF FAMILIES

This section is designed to compare parents' perceptions and suggestions with those of school staff. It enables the school team to select priority actions for this focus area, taking into account the needs and interests of parents. It is also designed to adjust and harmonize, as required, the activities and services for parents that are offered by the school and by community organizations.

COMPARISON OF THE RESULTS OF THE INVENTORY AND THE QUESTIONNAIRE CONCERNING ACTIVITIES AND SERVICES FOR PARENTS

Activities or services that parents would like made available to them

Activities or services offered to parents by the school or by community organizations

HARMONIZATION OF ACTIVITIES AND SERVICES FOR PARENTS

Activities or services requiring review or completion, if applicable

Selection of priority actions, identification of staff in charge and establishment of the implementation schedule